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ABSTRACT

This Exemplary Activities Handbook for grade 1 is one of nine booklets that organize career education activities around subject matter areas. (There is one booklet each for grades K-6, one for grades 7-9, and one for grades 10-12.) The booklet is organized around these subject matter areas: Fine Arts, Guidance, Health and Physical Education, Language Arts, Mathematics, Science, and Social Studies. Each subject matter area is divided into four sections in which activities are arranged according to the four Missouri Career Education Delivery System learning areas: Self Knowledge; Life Roles, Settings, and Events; Life Planning; and Academic and Vocational Skills. Activities, correlated to four goals within each learning area, are briefly described, and necessary information, lists, forms, etc., are provided. Four appendixes provide complete lists of teaching points for the goals in each learning area. (YLB)

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MISSOURI CAREER EDUCATION
EXEMPLARY CLASSROOM ACTIVITIES
FOR
FIRST GRADE

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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INTRODUCTION

WHAT IS THIS?

From 1973 to the present, local school districts have been developing career education curriculum guides as a result of the Mini-Grant Award Program. It is from these locally developed career education curriculum guides that these activities have been taken. Almost all of these guides were organized around grade levels; very few were organized around subject matter areas. As more school districts became involved in career education and as the pre-service activities for teachers and counselors increased, there emerged a growing need to identify exemplary career education activities and to organize them around subject matter areas. This document seeks to meet that need. Such organization of career education activities allows for direct use in the classroom through infusion techniques. It will also assist instructors at the college level in adapting career education concepts to pre-service methods. *The above material is taken from the Missouri Career Education Curriculum Guide Project abstract.*

HOW DO I USE IT?

There is one booklet for each grade K-6. There is also a booklet for grades 7-9 and another for grades 10-12. Each booklet is organized around subject matter areas.

Each subject matter area is divided into four sections. The activities have been arranged according to the four Mo. C.E.D.S. (*Missouri Career Education Delivery System)* learning Areas:

SELF KNOWLEDGE
LIFE ROLES, SETTINGS AND EVENTS
LIFE PLANNING
ACADEMIC AND VOCATIONAL SKILLS

WHAT IS IN EACH LEARNING AREA?

SELF KNOWLEDGE
(LEARNING AREA ONE)

Goal 1.1	The students will be able to develop friendships.
Goal 1.2	The students will relate the effects of their personal characteristics on their interpersonal relationships.
Goal 1.3	The students will be able to communicate openly with others
Goal 1.4	The students will know the necessity of being able to function in a variety of situations.

For a complete list of SELF KNOWLEDGE teaching points, see Appendix A.

LIFE ROLES, SETTINGS AND EVENTS
(LEARNING AREA TWO)

Goal 2.1	The students will relate occupations to the needs and functions of society.
Goal 2.2	The students will know the interrelationship of their roles as workers, family members and citizens
Goal 2.3	The students will be able to identify the function of leisure time in their lives.
Goal 2.4	The students will know the characteristics of various occupations.

For a complete list of LIFE ROLES, SETTINGS AND EVENTS teaching points, see Appendix B.

LIFE PLANNING

(LEARNING AREA THREE)

Goal 3.1	The students will be able to make effective decisions.
Goal 3.2	The students will relate present planning to future outcomes.
Goal 3.3	The students will recognize the need for flexibility in planning.
Goal 3.4	The students will assume the responsibility for their own planning.

For a complete list of LIFE PLANNING teaching points, see Appendix C.

ACADEMIC AND VOCATIONAL SKILLS

(LEARNING AREA FOUR)

Goal 4.1	The students will be able to function to their capacities in school subjects.
Goal 4.2	The students will be able to apply basic academic skills to daily living tasks.
Goal 4.3	The students will know the prerequisites of a variety of occupations.
Goal 4.4	The students will demonstrate an ability in pre-employment skills.

For a complete list of ACADEMIC AND VOCATIONAL SKILLS teaching points, see Appendix D.

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FINE ARTS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Ask the students to suggest a game that they like to play. Ask them to suggest specific things they can do to get along while playing the game: follow rules, don't cheat, be a good loser and so forth.

   Then ask the students to suggest five other games they like to play. Divide the class into five small groups. Assign to each group one of the suggested games. Have each group think of things the players can do to get along while engaged in that game.

   Then have them prepare a role play of kids getting along while playing that game. Have each group present and explain its role play to the rest of the class.

Goal 1.1

2. Have students draw around each other on butcher paper. Then have them paint in the details and cut them out when dry. Tape the cut-outs on a hall wall. Urge them to look at these in their spare time to compare height, weight, hair color and eye color.

Goal 1.2

3. Have students begin booklets called All About Me. They can keep adding to these booklets during the year and take them home. These can be keepsakes that they will enjoy later. This can also help them see the value of self knowledge and can serve as readiness for future diary and journal keeping.

   A page in the booklet can be called "My Favorite Things." It can include such items as stories, pictures, colors, foods, animals, clothes, songs, games and people. Let them draw, color, paint, or cut and paste to illustrate these.

Goal 1.2

4. You may make individual puzzle activities for each student. Cut magazine pictures of various kinds of families. Cut each picture into four puzzle pieces and drop it into an envelope. Give each student an envelope with a puzzle to put together and paste on construction paper.

Goal 1.2

5. Have students use pipe cleaners or straws to make stick figures of their families. They can connect these arm to arm and glue them onto cardboard or construction paper. Be sure to acknowledge different kinds of families not just the traditional two-parent family.

Goal 1.2

Notes

Self Knowledge

Goal 1.3

Goal 1.4

6. Ask students to draw pictures of a Saturday Fun Machine or some other kind of fantasy invention.

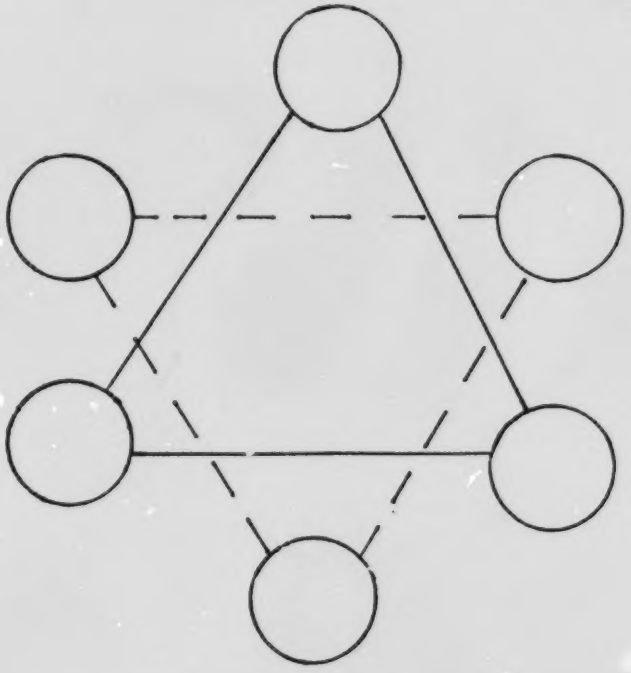
   Then arrange students in small groups (sharing circles) where they will take turns explaining their fun machines to one another. Let each student have a minute to speak while the others focus only on that person and listen to what is being said.

7. Let the students cut magazine pictures of airplanes and paste them on a plain sheet of paper. They can then draw a scene around the cutouts of people waiting at an airport. Have them put a picture of themselves in the scene. Then discuss ways to make waiting in various settings pleasant fun for themselves and for others.

II. Life Roles, Settings and Events

8. Give students three colors of paint: red, yellow and blue. Ask them to put two colors together on their papers to make orange. Ask what colors it took. Ask them to find out what two colors make green. Ask them then to find out what two colors make purple. Remind them to clean their brushes between each addition of paint.

   Explain that red, yellow and blue are primary colors and that green, orange and purple are secondary colors. Present this or a similar chart:



Then invite to the class a resource person who sells and/or mixes paints. Ask the resource person to bring charts showing the various color samples, their tints and shades.

To relate this occupation to the needs of society ask the resource person to bring a weathered board which has no paint and one which has been painted. Ask students to think of all the reasons why people paint or stain wood. Encourage them to think of both the practical and the aesthetic reasons. You can introduce them to the word preserve.

Notes

Life Roles, Settings and Events

Goal 2.1

Notes Life Roles, Settings and Events	
Goal 2.2	9. Introduce students to the concept of variations in the nuclear family: the two-parent family and the one-parent family. Post a piece of newsprint for each of these two family types. Ask students to use magazine pictures or their own illustrations to paste examples on the appropriate chart. Be sensitive to any students who seem not to fit into these categories; for example, a child who lives with an adult sibling or a relative. Explain that the adult is acting in the role of the parent - doing the work of a parent - to care for that child.
Goal 2.2	10. Have students draw and color pictures of their family members and themselves doing something at home that is helpful for the family.
Goal 2.3	11. Together with the students, write the lyrics to a song about an airplane taking off when you are exploring airplane workers. Use an ascending note pattern. Then use a descending note pattern to "compose" a song about a plane landing. Introduce the words "up" and "down."
Goal 2.3	12. Play high and low notes on the piano. Arrange the students in small groups and let them take turns making their highest and lowest vocal sounds for one another. Show students how to catch more sound by cupping one hand behind the ear.
Goal 2.3	13. Do a unit on crafts from recycled materials. For example, you could have students make rockets from thread cones by adding paint and construction paper. You could correlate art and social studies further by cutting sails and hulls from fabric scraps. Have the students paste these on blue construction paper and add details with paint or crayons. Then invite from the community several handicrafters who recycle materials in their crafts. Let them show and tell about things like: --crocheted rugs from plastic bread bags. --lamp shades from egg carton bottoms. --papier mache from old newspapers. --quilts from fabric scraps. --lanterns from tin cans. --objects from scrap lumber. Ask the resource persons to explain how they got started using the particular materials they recycle.

	Notes
14. Make several different airplane stencils from waxed paper. Let the students spatter paint the airplanes on blue construction paper. Then you can invite to the class some older students who build model planes as a hobby. They can tell when they began, how they finance their hobby and what else they like to do in their spare time.	Life Roles, Settings and Events Goal 2.3
15. Have the students make stop lights using red, yellow and green crayons. Invite to the class a person who can describe the significance of the colored airport lights. Then have them draw an airport at night with a white crayon on black paper. Have them color the beacon lights green and white and the runway lights blue.	Goal 2.4
16. Have the students make paper airplanes. Perhaps several older students can teach the different folding techniques. Ask these student resource persons to demonstrate the various types and tell why some might fly better than others. Then make a mobile or several mobiles from these planes. Have the students tie their planes to coat hangers and hang them from the ceiling.	Goal 2.4
17. Have the class make a diorama of an airport hangar. Use an old box. Let them color or paint the scenery on construction paper and staple it to the inside of the box. Let the students design and color things to put inside the box. Help students list the people whose work setting is the airport hangar.	Goal 2.4
18. Have the students make a train. They can paint shoe boxes and tie them together. Ask them where airplanes, boats, rockets and trains move (in air, water, outer space and on land). Help them discover ways in which these four modes of transportation differ. Name the worker who "drives" each vehicle: airplane <u>pilot</u>, boat <u>captain</u>, <u>astronaut</u> and <u>engineer</u>. Arrange the class in small groups and let them take turns role playing each of the four workers. Have them pay special attention to the steering mechanism and clothing used by each.	Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	19. Divide the students into small groups of three. Give each group a bunch of fabric and yarn scraps, pipe cleaners, egg cartons and miscellaneous odds and ends. Ask them to use these items to make one collage of an animal or a person. Have them paste the materials on a large sheet of tagboard or poster paper. When they finish, ask them to look at the finished product. Ask each student to identify <u>one</u> thing that was his or her idea by writing his or her name by it. Then tell them that the ideas of everyone are needed in group projects.
Goal 3.2	20. Use a short song that is new to the students. Sing it to them two or three times. Have them sing it back while you record their singing it without practice. Then tell them you are going to have them practice and learn the song. Teach it as you normally would. Then have them sing it while you record it. Play back for them both recordings: with and without practice. Ask for volunteers to make "I learned..." statements about practicing.
Goal 3.3	21. Divide the class into small groups. Give to each group an object such as a drinking glass, a yard stick, a scarf and a bath towel. Let group members take turns pantomiming actions using the items as "props." For example, a glass might be a microphone, a yardstick could be a sword or a bath towel could be a king's robe. Process the activity by saying that we all have ideas. We can use ideas from other people to get more ideas. Have fun with this. Repeat it when students need a warm-up for creative dramatics or story telling.
Goal 3.4	22. When your health units are under way, introduce a clapping rhythm to fit with a teethbrushing rhythm. Have students make up a chant or song to use as a rhythm for brushing their teeth. They might include the words plan, future or responsibility. As an alternative, you might teach them this chant: Brush your teeth The way they grow - Down from above, Up from below.

IV. Academic and Vocational Skills

23. Have students think of their favorite stories. List these on a piece of newsprint under the caption Our Favorite Stories. Distribute drawing paper. Have each student copy his or her favorite story title on a piece of paper. Then have them draw and color appropriate pictures.

    During another session arrange the students in small groups (sharing circles). Have them take turns showing their pictures and telling why they like the stories.

24. When you are doing a health unit, have the students make a mural depicting health occupations. Have them include pictures of equipment used by the doctor, nurse, dentist etc. Ask them later to focus on several of the pieces of equipment. Have them try to guess how each piece of equipment works.

25. Have the students pretend to use a refrigerator box to make a telephone booth. Help them learn how to organize a group project.

    Divide the chalkboard into three sections: get ready, work and clean up. As the students suggest how to go about the project, ask them when each task might need to be done. Put a check mark under the appropriate heading as the students suggest each task. Then summarize the discussion by saying you would get ready first. Then you would work. Then you would clean up last.

Get ready	Work	Clean Up

Notes

Academic and Vocational Skills

Goal 4.2

Goal 4.3

Goal 4.4

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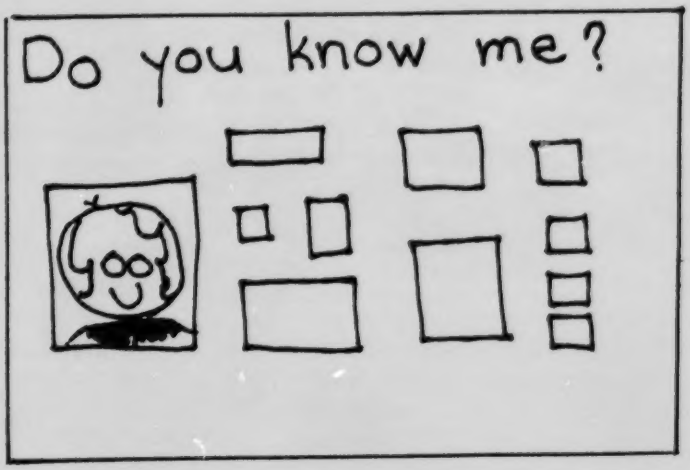
GUIDANCE ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. Caption a bulletin board Good Friend of the Week, featuring a student in the class. Place a self-portrait or snapshot in the middle of the board and positive statement captions all around the picture. Do this for the whole class.	Goal 1.1
2. Ask students what they think of when they hear the word "share." Lead them to think of advantages of sharing as well as the difficulties. Ask: --Why do people share things? --How do you feel when you have something to share? --What things are easy to share? --Are there times when it isn't easy to share?	Goal 1.1
3. At the beginning of the school year have students begin making All About Me booklets. Make this a progressive activity. Have a game of getting acquainted. Use language arts sessions to get the students to talk about their names. Ask the question, "What is your name?" and lead them to answer in a sentence pattern: "My name is _____." Teach the students to write their own names. They will complete that page by drawing a self-portrait. Have the students look in the mirror before beginning this activity. Take time to share the portraits the students have drawn. Urge self-expression about hair, eye color and so on. Later in the year repeat the self-portrait drawing. Have them paste their pages on construction paper for the books.	Goal 1.2
4. Have the students begin a page for their All About Me books. Include a photo of the student, if available, his or her address, age and birthday. Make a birthday chart for the room so that each student's birthday can be acknowledged.	Goal 1.2
5. Make a Guess Who? bulletin board of baby pictures of students and the teacher, counselor, principal, nurse, specialist teachers and so on.	Goal 1.2
6. Talk about changes which occur as people grow older. Focus on your own changing physical characteristics. Have the students bring baby pictures and display them on a bulletin board as shown below. Discuss features which have changed and features which have remained the same.	Goal 1.2

Notes

Self Knowledge



Goal 1.2

7. Make a personal growth chart for the students. Each student can be directed to note how people are different: height, weight, eye and hair color. All have legs, arms, noses, eyes and so on.

Goal 1.2

8. Make a list naming one thing each student can do. Everyone can do something, but not everyone can do the same thing.

Goal 1.2

9. Discuss and list all the ways in which the students can see likenesses and differences in individuals of the group. Write their observations on two separate sheets of newsprint, which can remain hanging for several days.

Goal 1.2

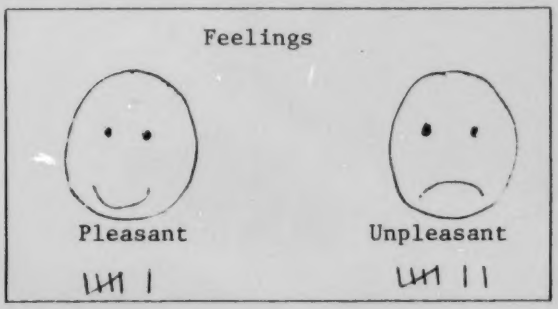
10. Show the students a picture of children in a classroom. Tell them that the title of the picture is Everyone is Different. See how many ways they can think of that they are different. (Some sing well, some run fast and so on.) Ask, "Would it be fun if we were all alike?"

    Follow this with a finger painting activity. Later have them stand in a circle and hold their work in front of them to look for two pictures that are exactly alike. Use this opportunity to focus on differences in what they did and like to do.

Goal 1.2

11. Divide students into small groups. Direct them to take turns naming three good things about themselves. Be alert to those students who cannot "think of" anything. You or another student can help out. Prepare for this by emphasizing "good" things. Tell them that we all know our own weaknesses but that we are not always aware of our own good points. This can be a risky activity. It should be intro-

	Notes
duced carefully. Also, do not be afraid to tell a student that his or her remark is out of bounds.	
	Self Knowledge
12. Have volunteers finish the sentence, "I'm glad I'm me because..." to present the concepts of individual uniqueness and self-acceptance. Do this every few weeks.	Goal 1.2
13. Ask the pupils what sounds they like to hear: a bird singing? the tinkle of a music box? Make a list as they talk. Read the list back to them.	Goal 1.2
14. Play several different games to help students become aware of things they like to smell, taste, hear, feel and see. They may find magazine pictures of these things to illustrate such pages in their <u>All About Me</u> books.	Goal 1.2
a. <u>Touch and Tell</u>: Collect objects of different shapes. Blindfold a student and have him or her tell what shape an object is by feeling it. He or she may then identify the object if possible.	
b. <u>Smell and Tell</u>: Collect things such as an apple, onion or soap. Blindfold a student and have him or her identify each object.	
c. <u>Taste and Tell</u>: Collect things for tasting. Have the student close eyes, taste something and identify it.	
d. <u>See and Tell</u>: A student selects an object in the room and gives clues about it. Other students guess and try to identify the object.	
15. Have the students draw pictures of something that causes them to feel happy, mad, sad or frightened. Ask for volunteers to tell about their various experiences. Foster a classroom climate of acceptance of their own feelings and the feelings of others.	Goal 1.3
16. Tell short stories involving emotions. Have volunteers tell how they might react. Compare different reactions. Example: "I got off the bus and ran to the house and called for Mother but she did not answer."	Goal 1.3
17. Arrange students in small groups to take turns telling about "things" which used to frighten them. Then have them draw pictures and place them on a bulletin board captioned, <u>I'm Not Afraid Any More</u>.	Goal 1.3

Notes	
Self Knowledge Goal 1.3	18. Find pictures of faces showing different emotions. Ask for volunteers to describe feelings they see being expressed. Have students try to communicate the same feelings without talking.
Goal 1.3	19. Set aside a time each day or week for the students to share personal ideas, experiences or possessions. Develop the idea of a Mystery Box. Have students take turns bringing favorite things for the Mystery Box. The rest of the class tries to guess what the object is through clues given by the contributor.
Goal 1.3	20. After you have established a classroom climate of acceptance, have a session where students can tell what they like about school and what they don't like. Do not be critical about anything they are willing to share. Remember, they are taking a risk!
Goal 1.3	21. Help students learn the skill of labeling their feelings. On the chalk board draw a happy face. Under it write the word "Pleasant." Beside the happy face draw a sad face. Under it write the word "Unpleasant." Ask for a volunteer to describe a feeling he or she has had. Ask this person to decide whether it was pleasant or unpleasant. Make a tally mark under the appropriate face. Repeat a few times.  Divide students into small groups to have them practice labeling their feelings. They will take turns describing some feelings. They can use the faces and tally marks to sort and label the feelings they describe.
Goal 1.4	22. To introduce the concept of sharing, say, "Today we are going to do some pretending." I'd like each of you to pretend you have a big pile of blocks that are your very own. I'd like you to think of something big you'd like to build." Select volunteers to tell something about sharing.

Proceed by saying, "Pretend that while you are building, another child comes along. He has no blocks. He wants to build, too. Tell us what you would do." Allow time for their reactions. Then ask, "What happened when you shared? How did you feel when you shared? What things can we share?	Notes Self Knowledge
23. Explain that all people have feelings: mothers, fathers, teachers and kids. Ask for volunteers to dramatize situations where they felt angry, sad, frightened and happy. You may want to focus on anger a bit. Summarize by saying that of all these feelings, anger is probably the most scary because it can be so "strong" (intense).	Goal 1.4

Notes

Life Roles, Settings and Events

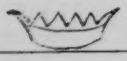
Goal 2.1

Goal 2.2

II. Life Roles, Settings and Events

24. Have students play the game I Have a Need to relate occupations to the needs of society. One student is "IT." This person says,"I have a need to take piano lessons. Whom shall I see, Marvin?" And then Marvin names a worker whom "IT" might see; in this case, a piano teacher. If Marvin cannot answer he may choose someone else to guess. The educator will need to monitor and adapt this game, as it is not self-correcting.

25. Point out what symbols you put on students' papers to show them that you are pleased with their work, such as a star or a smiling face. Ask them to suggest symbols they would draw on their own papers when they are pleased with their own work. Put these symbols on the chalkboard. Let them each select one and practice drawing it. Then post a list of their names beside which they will add their own "seals of approval."

My Good Work Symbol	
	Tony
	Lisa
	Louis
	Cedric
	Annette
	Precious
	Sharon
	Willie

26. Have students draw pictures of the activities they do on weekends. Let students describe when and why they do these things. Explain that wise use of time includes play as well as work.

27. Have the students role play several different occupations of people in the neighborhood. List these occupations on the chalk board. Then help students decide if each worker <u>makes</u> things for people (produces goods) or <u>does</u> things for people (provides services).

    You can explain these two terms. Then have the students help you sort these occupations into two categories: <u>Goods</u> and <u>Services</u>.

Notes

Life Roles, Settings and Events

Goal 2.3

Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	28. Following a recess period, make a list of all the things the students just did on the playground. Have them tell why they chose a certain activity. You may want them in small groups for this so they will all get a chance to hear and to be heard.
Goal 3.1	29. Have the students name a game they frequently play at recess. Have them suggest the rules for you to write on the board. Then ask them to tell you what happens when each rule is broken. Use the word "consequence" to describe this result. Write the consequence for breaking it next to each rule.
Goal 3.1	30. Tell the students some of the decisions you must make in the classroom in your work. Then ask volunteers to tell what decisions they must make in the classroom in their work. Write this up as an experience story.
Goal 3.1	31. Have students interview one another to get responses to questions involving decisions. --What could you do if you forget to do your job at home? --What could you do if you break something that belongs to someone else?
Goal 3.1	32. Discuss common classroom problems such as breaking a pencil lead, being unable to find writing paper and losing crayons. Ask students to help brainstorm solutions for each problem mentioned.
Goal 3.1	33. Play Take Me To My Home. Arrange students in a circle on the floor. Choose a student to be "IT." "IT" closes eyes while an article is put on the floor behind him or her. "IT" feels the article to discover what it is. "IT" may then open his or her eyes and try to name the owner. When the game is finished, tell students that there are two ways they can help get found things back to their owners: they can return found things in person or take them to the Lost-and-Found.
Goal 3.1	34. Play the game Who Owns It. Make labels for items in the classroom, identifying those things belonging to teacher, everyone, school or student. Identify proper care of these materials. "How should I care for library books? May I break my own crayons if I like? May I take things from the teacher's desk?" Help students brainstorm possible consequences of their deciding to abuse or misuse the property of others. You may want to have a school administrator come and talk to students about the cost, inconvenience and legal liabilities of vandalism. You could also have a store owner talk about the

	Notes
consequences of shoplifting for the customer, store owner and shoplifter.	Life Planning
35. Invite to the class three resource persons to explain the responsibilities involved in: --owning a home (a parent). --owning a two-wheeled bicycle (a ten-year-old). --playing at a friend's house (an eight-year-old). Arrange with the speakers for the students to be able to ask questions for clarification. Then have each student choose a resource person and a topic. Then have each student draw a picture showing a responsibility of that speaker. Post the completed drawings under appropriate headings on the bulletin board. After several weeks put them into a booklet titled Responsibility. Put the booklet on the chalk ledge for spare-time browsing.	Goal 3.1
36. To introduce the concept of planning say, "We make plans every day about what we are going to do that day. We make plans for coming days, too. These coming days are called future days. Who can tell us about some plans you have made for future days? Have you ever made plans to visit your grandparents or to go to the movies?" Ask for volunteers to role play: --getting ready for Christmas. --getting ready for a trip. --getting ready for a wedding. --getting ready to go to the library. Then say, "What were some of the things these people did to get ready for something?"	Goal 3.2
37. Have students take turns giving the weather report each day. They will tell what they are wearing or would wear on that day (or put on something they wore). An umbrella, stocking hat and straw hat might be available for the "weather reporter."	Goal 3.2
38. With the class make a list of the things we have to wait for, such as birthdays, vacations and two-wheel bikes. Discuss how waiting can be made easier by counting the days, making preparations and saving allowance. Ask students if they know what it means to "kill time." (This usually involves doing some aimless activity while waiting for something important.) Ask them to explain this sentence, "The best way to kill time is to work it to death." Here is another one to discuss, "Time flies when you're having fun." Be sure to tell them that it isn't only children who have a hard time waiting for happy events! Tell them about a time when you devised a little countdown mechanism to make the waiting easier.	Goal 3.2

Notes	
Life Planning	
Goal 3.3	39. Together list games that can be played in winter and not in summer. "What can't be played on rainy days? Does the weather affect our plans?"
Goal 3.3	40. Make a bulletin board divided into two sections labeled Today and Tomorrow. Children can draw how they presently work in school and another picture of how they might look at work in the future.
Goal 3.4	41. The class is going to brainstorm a list of things they can do now that they could not do last year. Be sure to set a time limit. Present the ground rules for brainstorming. --Try for many ideas. --Do not judge the ideas. --Let the ideas be wild. --Use the ideas of others. You be the recorder. When the time is up, reflect on this activity. Have the students help you count the total number of new things they can do. Explain that we are always changing and growing all our lives.
Goal 3.4	42. Divide students into pairs. Ask them to pretend they are having a surprise birthday party for a friend. Ask them to plan lunch, games and decorations.
Goal 3.4	43. Keep a personal folder of students' work so they can compare their work to that done earlier. Teach them to date papers.
Goal 3.4	44. Ask volunteers to tell about a time: --when someone got them into trouble. --when someone wanted them to break a rule. Summarize why the responsibility for each choice is up to the individual and that the final decision is made by us as individuals.

IV. Academic and Vocational Skills

Notes

45. Help students become aware of ways to improve their listening potential. Present them with these skills:

Academic and Vocational Skills

Goal 4.1

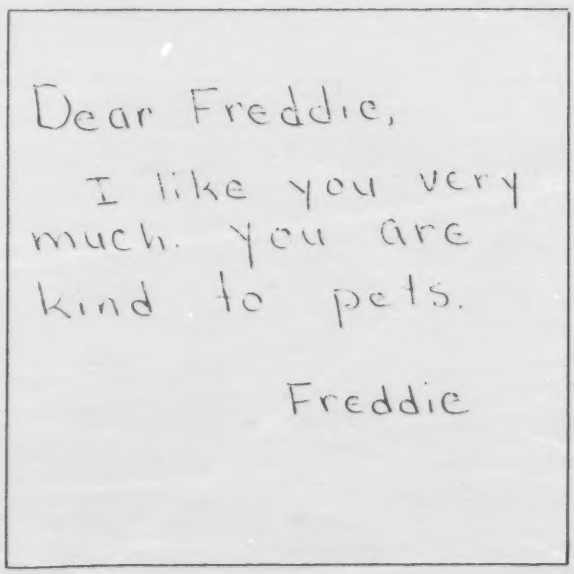
> Listening Skills
>
> 1. Sit very still.
> 2. Look at the speaker.
> 3. Think about what is being said.

Then have students each choose a skill on which they would like to improve. Have them draw and color a picture of themselves working on that skill.

Arrange the students in small groups (sharing circles) so they can take turns explaining their listening skills and how they will work on improving their skills.

46. Introduce the form of the friendly letter. Include greeting, body and signature. Then have students write themselves letters saying things they would like to hear about themselves.

Goal 4.2



47. Make a pattern of a basket, shoe or something else which requires the students to follow the directions to assemble. Encourage the students to keep trying if the task is difficult. Reflect on the activity by talking about responsibility when given a realistic task to do: keep trying, find out when you don't understand, finish the task and clean up. Together make a list of tasks that first graders

Goal 4.3

Notes	
Academic and Vocational Skills	could not be expected to do. First talk about their abilities and then look at the abilities the task requires to determine whether or not it is an appropriate task. Tell them to feel free to ask for help also. Set up a climate in which students can say, "I don't think I can do this." If appropriate, you could say, "You might feel that way, but I think you can do it."
Goal 4.3	48. Make a chart showing different jobs to be done in the classroom each week. Give students construction paper on which they trace around their hands. They write their names on the paper hands. When they are chosen for the jobs, their paper hands are taken from a box and posted beside the job on the chart.

Goal 4.3	49. Have the students find out how their parents use reading and numbers in their work. And then ask each student to tell why going to school is important. Introduce the word "preparation." Tell the students how you prepared for your occupation.
Goal 4.4	50. Divide the students into small groups. Introduce the concept of good grooming habits. Students will play charades. One student at a time dramatizes a good grooming habit while the others try to guess what it is. Examples: --washing face --trimming nails --taking a bath --brushing teeth --combing hair

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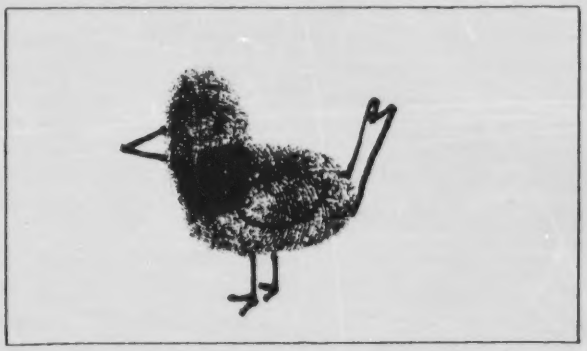
HEALTH AND PHYSICAL EDUCATION ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. Tell the students that you are going to play a game about moving the parts of their bodies. Have everyone stand up. Ask, "How can you move your heads?" Point out the different ways. Then continue on in this manner covering all the body parts.	Goal 1.2
2. Play the game Name the Parts. Start by saying, "Do you know what your body is? It's you from head to toe. It's all of you." Then tell the students that they are going to play a game. They will touch the part of the body that you name. Start at the top and work down. Then repeat, calling the parts at random.	Goal 1.2
3. Play the game Give Me Room to Move. Start by having students curl up in a ball and slowly extend their arms and legs after you blow a whistle. Talk about how each person uses a different size space. This could be shown by using a large box and having them curl up in it.	Goal 1.2
4. Have students make booklets, All About Me. Include such things as birthdate, hand and foot prints, height and weight, family pictures, house pets, likes and dislikes.	Goal 1.2
5. Play Police Officer and Lost Child. Select one student to be the police officer and one to be the parent. The parent asks, "Police officer, can you help me find my lost child?" The class tries to figure out who the lost child is from the description given by the parent.	Goal 1.2
6. Have each student cut out a magazine picture of a child who looks most like himself or herself and another picture of a child who looks least like himself or herself. Arrange the students in small groups to explain their choices to each other.	Goal 1.2
7. Make a height and weight chart of all the students' measurements.	Goal 1.2
8. Display pictures of a man, a woman and a child. Play a tape recording of the voice of each singing a simple song. How are the voices alike? Have the students identify who might have done the singing.	Goal 1.2

Notes Self Knowledge Goal 1.2	9. Set up a "Self Center" in the classroom where the students can become more aware of themselves. Include a mirror and paper for self portraits, a tape recorder on which they can record their voices, a measuring chart and a bathroom scale. You may want to include a stamp pad for them to finger print themselves. Later they can add features to the finger prints to make little characters. 
Goal 1.2	10. Plan a size-up session. This can be a springboard for many discussions throughout the year. Begin in September. Measure and weigh each child. Mark the growth for each child on a muslin strip. During the time that you are measuring each child, discuss their growth since their birth. Periodically throughout the year conduct size-up-sessions so that they can see their growth.
Goal 1.2	11. Have each student record on a piece of paper his or her height, weight, hair color and eye color. Then have the class play a listening game: "All those with brown hair please stand up. You may sit down. All who weigh between 45 and 50 pounds please stand up" and so on.
Goal 1.2	12. Read the story "The Ugly Duckling." Ask questions about ways in which people are alike and different: --Is everyone the same size? --Does everyone have the same color eyes? hair? --Does everyone like the same thing?
Goal 1.2	13. Discuss with the students whether they feel different in any way from other boys and girls in their class. Discuss what would happen if everyone were the same. Have students complete the following sentence: "It is good to be different because..." or "I learned...".

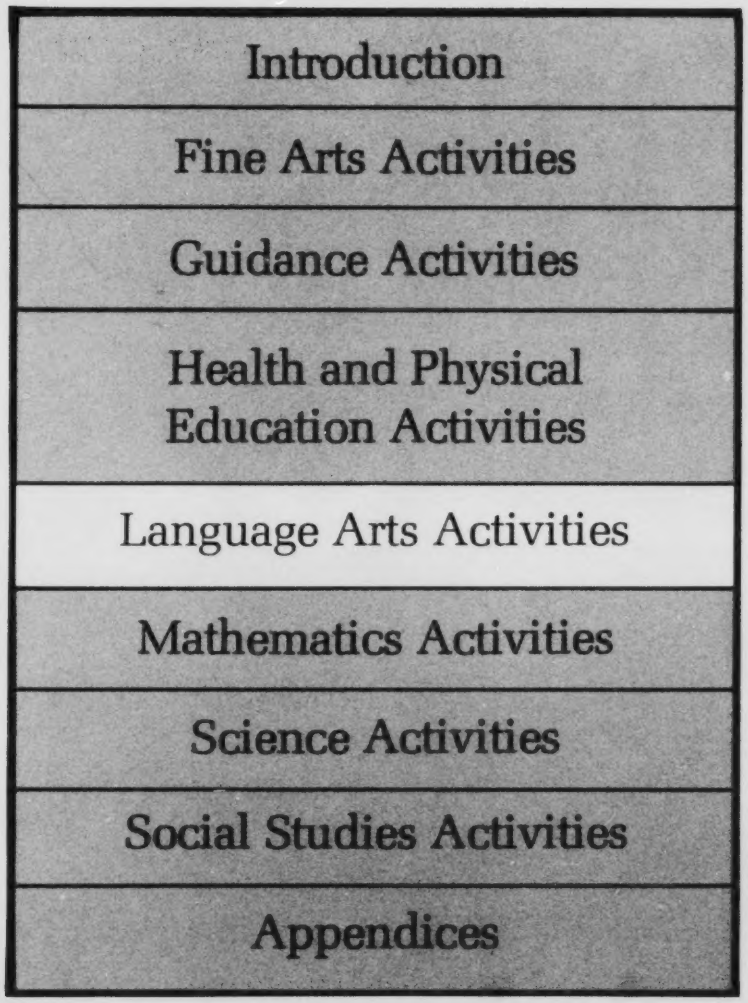
14.	Ask students to try a new task at home that they usually do not do. Do a follow-up in a few days. Have them draw a four-frame cartoon to show action and reaction.	Notes Self Knowledge Goal 1.2
15.	Have each student tell about a time when he or she did the same thing a friend did. Have them also tell if they did it mostly because that friend did it or if they did it because they wanted to or were supposed to.	Goal 1.4
16.	Discuss good manners. Why are they important? Who should use them? Role play family situations: --around the dinner table --a family birthday --time to go to bed	Goal 1.4
17.	Ask a police officer to come to school to talk to the students about safety in the home, in the school and in the community. Ask this person to tell the students what they can do if they get lost. You may also want to include traffic safety signs and what they mean.	Goal 1.4
18.	Make a list of emergency telephone numbers. Have the students copy them down. Together decide what should/could be said in each kind of emergency. Write this up on a series of experience charts. Post these for several weeks. Let students use crayons and spare time to make illustrations in the margins of the charts.	Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events	19. Display pictures of tasks usually done in the home. Together decide who usually does them. Be careful not to stereotype.
Goal 2.1	
Goal 2.1	20. Tell students to think about jobs that must be done in the home. Have them draw pictures of jobs done.
Goal 2.2	21. Let students list their favorite Physical Education and recess games. List the physical skills involved in each. Point out that their abilities are related to their preferences. Say also that their favorites may change as they grow older and as their abilities change. In some cases, their preferences will not change.
Goal 2.2	22. Invite two resource persons to come speak to the class. Select them so that the work of one is related to the leisure of the other.
Goal 2.2	23. Have students draw pictures of themselves and members of their families. Help them label the various family members.
Goal 2.3	24. Have students draw pictures of their families at play. They can depict a family outing and tell what they learned from the experience.
Goal 2.3	25. Give each student a piece of drawing paper to fold in half. Ask them to illustrate on one side one of their own work activities. On the other side they should illustrate one of their leisure activities.
Goal 2.3	26. Have students tell five things they like to do in their leisure time. They can tell why in small groups.
Goal 2.3	27. Talk about places around their homes where students can walk and observe nature. Have them bring some natural objects to class. Ask them to help list reasons why people like to be outdoors. Explain that many people like to spend some of their leisure time outdoors. Explain also that there are occupations which are connected with outdoor leisure activities.
Goal 2.3	28. Locate a person who spends leisure time outdoors enjoying nature. Have this person explain how he or she makes a living. Help students formulate definitions of "work" and "leisure."

	Notes
	Life Roles, Settings and Events
29. Make a book of leisure time activities using pictures, riddles and stories.	Goal 2.3
30. Help the students list as a group a variety of things people can do in their leisure time.	Goal 2.3
31. Discuss the possible effects of competitive leisure activities on people who usually win and on people who usually lose.	Goal 2.3
32. Arrange students in small groups. Have them devise games where everybody wins and there are no losers.	Goal 2.3
33. Make a bulletin board. Draw or cut out pictures to illustrate people working on one half and people using leisure time on the other half.	Goal 2.4
34. Take a field trip to the telephone company. Ask a worker there to demonstrate the best way to telephone for help in emergencies. Have a telephone lineperson discuss tasks and skills related to that job. Ask him or her to explain the various safety features of the clothing and gear worn on the job.	Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	35. With the help of students make a list describing what a good sport is or does. Discuss the effects on others of a person's cheating or "poor loser" behavior.
Goal 3.2	36. Ask a dental assistant to come demonstrate tooth brushing and list foods which harm teeth.
Goal 3.4	37. To help students realize that the food they eat becomes part of their bodies, duplicate a shape of a body, then have them cut food pictures out of magazines and glue these onto the body shape. Then cut the "people" out. Use this activity with your nutrition and foods unit. Post these on a bulletin board captioned <u>You Are What You Eat</u>.

IV. Academic and Vocational Skills	Notes
38. Ask the nurse to list vitamins. Then have this person come in and use the alphabet to talk about vitamins. Have him or her explain the benefits and sources of the vitamins listed.	Academic and Vocational Skills Goal 4.2
39. Ask a firefighter to come speak as a resource person about: --causes of fires. --what to do in case of fire. --why he or she chose fire fighting as an occupation. --the training needed to become a firefighter. --how a firefighter uses reading and math skills.	Goal 4.3
40. Have the students draw pictures of the responsibilities they have at home. Share the pictures and discuss whether they enjoy the task, what happens if they do a poor job and how they feel when they do a good job.	Goal 4.4
41. Present samples of work done by anonymous students. Decide which papers are done carefully and which could be improved. Discuss how good work helps prepare us for the future.	Goal 4.4
42. Discuss with students their jobs at school. Emphasize the fact that each person must do his or her part in taking turns, sharing, being honest, making and following rules and caring for school equipment.	Goal 4.4
43. List on the chalkboard the activities for students on specific days of the week and put a time for each. Show that classes are held at certain times in order to play and do their school work.	Goal 4.4
44. Let students tell some of their family rules. Explain that rules are helpful because they let us know what we should do and when. Rules save time after we've made decisions about our family routines. They tell us that family members care for each other. Explain that in healthy families the rules are sometimes changed to meet the needs of family members. Let students draw pictures showing a time when this occurred. For example, staying up past bedtime to watch a special television show or having 7-Up instead of food when they were sick. Explain that the best rule is the rule that has a reason. Allow the class the chance to make up some room rules with input from you. Copy these on a chart in the students' own words. Post these for the year. From time to time ask the students if there are any rules which need adjusting or changing.	Goal 4.4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LANGUAGE ARTS ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. Take a field trip to the post office. If possible, have each student buy a postage stamp. They can mail letters or picture letters (which they prepared at school) to their friends.	Goal 1.1
2. Have the telephone company bring a pair of telephones to the school. Use the hook-up for demonstration and practice of telephone etiquette.	Goal 1.1
3. With the students make a class telephone directory in alphabetical order. Encourage students to copy down the names and telephone numbers of their friends. Discuss the various ways friends can keep in touch. Use this activity to motivate students to practice writing numbers.	Goal 1.1
4. Talk about the beauty of each person's voice and that no two people have the same voice. Explain that you are going to invite 5 children to the hiding place and that you will signal to one of them to echo each line of a poem which you will read. The others are to listen and try to guess who the echo is. The student who guesses gets to replace the echo.	Goal 1.2
5. Have students write a poem or story about the way they look.	Goal 1.2
6. On a bulletin board, display a baby picture of each student without his or her name. Then, after several days the class can guess who each picture is. Have students point out features which <u>have</u> changed and those which <u>have not</u>.	Goal 1.2
7. Have each student make a booklet, <u>All About Me</u>.	Goal 1.2
Duplicate the following on a master:	
My Name is _____.	
I am _____ years old. I am _____	
inches tall.	
I weigh _____ pounds.	

Notes

Self Knowledge

They will then finish the page and illustrate it by drawing a self-portrait. This completes page 1. On page 2 of the book they will draw around their hands. On page 3 they will make a fingerprint page. On page 4 they will trace around their feet. On page 5 they are to draw a picture of their favorite things. On page 6 they will draw a picture of their best friends. More pages can be added as the children wish. When the book is finished they can add a cardboard front and back cover and decorate.

Goal 1.2

8. Write the names of the students in the class. Discuss how some of the names are different and how some of them are alike. Have each student print his or her name on a piece of paper 3" x 6". They can decorate their papers with drawings of things they like, and use these as name tags for their desks or storage boxes. Encourage students to find out why they were named as they were. Allow time for them to share this.

   Ask them to write down a new name for themselves and tell why it might be "better" than their own.

Goal 1.2

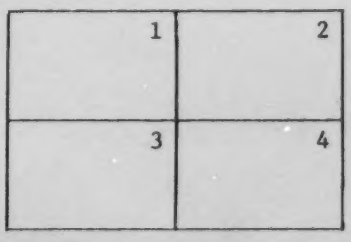
9. Seat the children in a circle and read the following poem:

   Hello! Who are you? I am me!
   That's really what I want to be.
   I have a face of my very own.
   It's like no other - it's mine alone.
   I have arms and legs that fit just right.
   They are with me day and night.
   It's my two feet that carry me
   Wherever I should be.
   I know just what makes me be me.
   What makes you be you is a mystery.

   In the center of the circle place a mirror. Have the children one at a time look into the mirror. Ask each child, "What makes you be you?" If they have trouble answering, ask them, "What makes you different from Tommy Snooks?"

Goal 1.3

10. Distribute pieces of paper that have been divided into four squares. Have the students number each square from left to right.



Tell the students you will read a story in which the main character will feel either happy or sad. They are to listen and when the teacher pauses, they are to draw a happy face or a sad face in the appropriate square. After the story, ask the students why Mike's moods changed. The story is found below. Today was a big day for Mike. This was his seventh birthday. His dad was going to take him to the pet store to pick out a puppy. (Pause and ask children to draw how Mike feels in the first square.) Mike went down to breakfast and found three presents by his plate. His Mother had fixed his favorite breakfast. (Pause and have them draw a mood face in the second square.) Mike started to eat, but his throat hurt and he felt hot. Mike's mother said, "Mike, you have a temperature. You'd better go back to bed." (Pause, they are to draw a mood face in the third square.) Mike went to bed and fell asleep. A little later he woke up and found something warm and furry licking his face. At the end of his bed stood his dad. "Happy Birthday, Mike," he said. "Do you like your new puppy?" (They will draw a mood face in the fourth square.) Let the students explain why their mood faces may be different from a majority of the other students."	Notes Self Knowledge
11. Have the students find magazine pictures of facial expressions to show different feelings. Discuss possible causes for these feelings. Have students paste their facial expression pictures on a large piece of mural paper.	Goal 1.3
12. With help from the students, list some of the feelings a hospital patient might have: fear, loneliness and a need to talk to somebody.	Goal 1.3
13. Present words that have more than one meaning. Talk about the importance of understanding word meanings in order to communicate with others.	Goal 1.3

Notes	
Self Knowledge Goal 1.4	14. Set aside a special time each week for students to openly discuss their concerns and interests. Be sure to arrange them in small sharing groups so everyone can have a turn. Talk about feeling important and not important. Say that size is not the only thing that makes one big.
Goal 1.4	15. Call for volunteers to role play a fight, something getting broken, receiving a gift, playing with a friend and helping someone. Let students talk about feelings the various situations would evoke.
Goal 1.4	16. Dramatize being lost. Before acting this out ask the following questions: --What is the first thing you would do if you could not find your way home? --Should you accept a ride with a stranger? --Who do you think you should go to for help? Then have one student act as a police officer and one child act as a lost child.
Goal 1.4	17. Make up situations and ask students how they would handle them. For example: --You are home alone and the phone rings. What will you do? --You are home alone and someone knocks at the door. What will you do? --You are home alone and a fire starts. What will you do? --You have to fix a meal for a smaller brother or sister. What will you do?

II. Life Roles, Settings and Events	Notes
18. See if each student can name a different occupation. Go around the room and let each one have a turn. Those who can't think of one should be allowed to say, "I pass".	Life Roles, Settings and Events Goal 2.1
19. Hang a blank sheet of poster paper captioned Our Jobs at Home. Students can use spare time to draw and paste on pictures showing jobs they do at home. Have them sign their names to identify their contributions. Then, when you have a few minutes, call on a contributor. Ask the person to explain his or her job, if he or she likes the job and what would happen if the job were not done.	Goal 2.2
20. Help the students formulate a general, workable definition of the word family. Then each student will draw and color a family portrait and label each family member's picture. Then have them write a list of their family members.	Goal 2.2
21. Use the lists of family members children prepared in Activity 20 above. Arrange the students in small groups for sharing. They will take turns. The first child will read a family member's name and will name some work done by this person. The student may say that the person does no work. If this is the case, the student should be prepared to think of why (age, attitude or ability). The next student takes a turn and so on until all students have read all the names on their lists.	Goal 2.2
22. Let students practice using interviewing skills. Invite several parents to the class to be interviewed by the students. Arrange students in pairs or trios with an adult to interview. They are to find out how the adult's work role affects his or her family member roles and what the interviewee likes or dislikes about this. Allow about five minutes for the interviewing. Then have each group plan and prepare a chart to present the information they gathered in the interview. One half of the sheet can illustrate the interviewee's work role and related activities. The other half can be used to illustrate the interviewee's family member roles and corresponding activities. Direct the students to caption their posters Work and Family Life. Allow several separate sittings for students to present to peers the information they gathered in the interviews. It's a good idea to have students sign up for presentations which they want to see and hear.	Goal 2.2

Notes Life Roles, Settings and Events	
Goal 2.4	23. Have students dramatize the post office with simple props. Use poles, a sign and a table to make a post office window. Label some letters air-mail, to be delivered in a cardboard-box plane. Students can use milk carton cubby-holes to sort mail. The students can make their own mail boxes for their desks.
Goal 2.4	24. Ask students to cut out magazine pictures of planes. Paste them on handwriting paper. Let them write stories about the planes.
Goal 2.4	25. Take a field trip to the airport. Visit: --hangars. --control tower. --baggage room. --ticket sales.
Goal 2.4	26. Take a tape recorder to the airport and tape an airplane taking off and landing. Play the tape at school while children visualize it. Ask if the aircraft is taking off or landing.
Goal 2.4	27. Make a crossword puzzle about the airplane, using these terms: --wings --propeller --tail --nose --sky --radar --pilot --stewardess --runway
Goal 2.4	28. Here is a finger play for your transportation unit which describes some tasks of the engineer. The Engineer I ride in the engine. (Point to self.) The whistle I blow. (Pull Chord.) I do all things That will make the train go. (Pull throttle, turn dials.) Whoo! Whoo! Goes the whistle. (Put hands to mouth.) Clickety-clack go the wheels. (Roll arms in wheel motion.) I'm chief engineer (Pat chest.) 'Til I'm called for my meals. (Pretend to eat.)

29. Here is another finger play which can be used in your transportation unit for beginning world of work exploration.

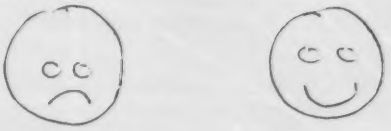
The Boats

This is the way, all the day long (Form a bridge
The boats go sailing by. with left arm and
To and fro, in a row move right hand
Under the bridge so high. back and forth
under it.)

Notes

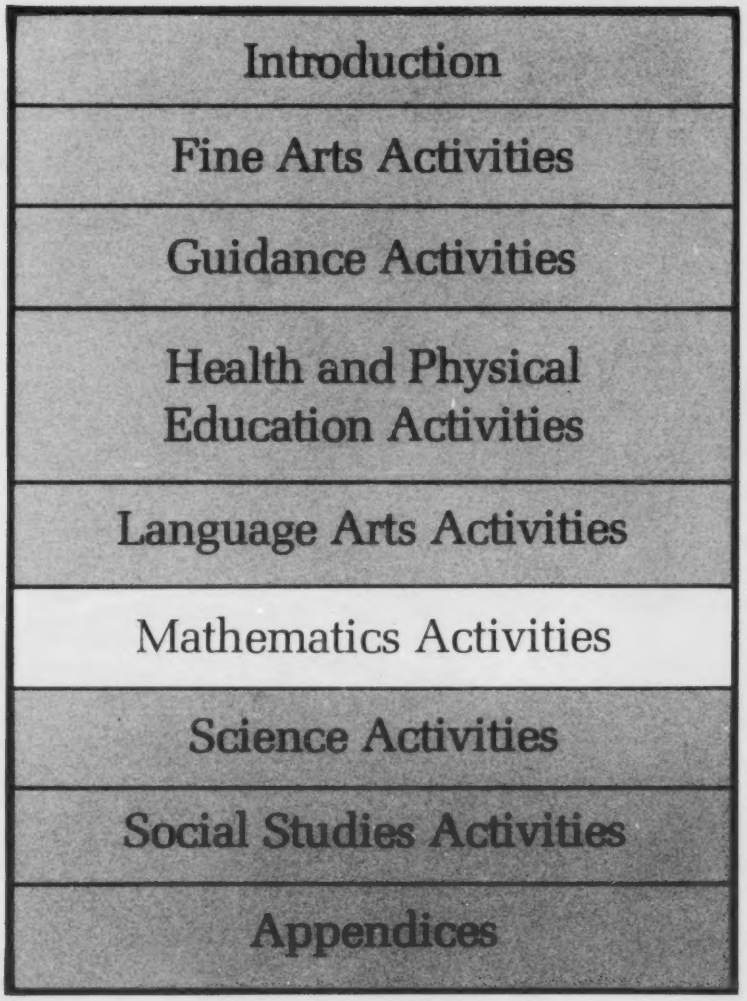
Life Roles, Settings and Events

Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	30. Have the students play Happy-Sad. Have them cut out two circles. On one they draw a sad face and on the other a happy one.  Ask students to show how they feel by holding up the appropriate face. Ask students to show how they feel about such things as: --their breakfast --their best friends --school --hot dogs --ice cream --fighting on the playground --summer vacation Point out differences in responses.
Goal 3.1	31. Dramatize behaviors of a selfish and an unselfish person. Ask students to tell how these kinds of behaviors affect them. Remind them that our behaviors influence the way people act toward us.
Goal 3.1	32. Tell a sad story and have several students suggest different happy endings. Point out that people do not always agree on what is happy and what is sad.
Goal 3.1	33. Give to each student a strip of adding machine paper. The students will list the names of the members of their families and write the age of each person next to his or her name. Then have the students cut the list into strips with one person's name and age per strip. Have them arrange the strips from oldest to youngest, putting the oldest person on top and the youngest person on the bottom. Then have them paste these in order on a piece of paper. Explain that they have put the names in rank order from oldest to youngest.
Goal 3.3	34. Have students role play a family at home after dinner in various situations calling for flexibility. --A parent is too tired to play. --There is no money to go out for entertainment. --They arrange for the evening out but plan to be in by bedtime so students and workers can get enough sleep. --They arrange for the evening out but reschedule bedtime so they can all have some fun being together.

IV. Academic and Vocational Skills	Notes
35. Invite another adult to the classroom so you can demonstrate interviewing skills to the students. Draw out the interrelationship between this person's work and family member roles. Then talk about the importance of listening, receiving and responding to what the interviewer has said. Post a chart which reads: INTERVIEWING TO FIND OUT 1. Ask. 2. Listen. 3. Think. 4. Stay on the topic. 5. Keep asking. 6. Listen for feelings.	Academic and Vocational Skills Goal 4.1
36. Give instruction in the proper form of letter writing. Have the students write a letter to parents inviting them to a school function. As a class walk to a mailbox and mail the letters. Discuss: --How does the mail carrier help us? --Who is your mail carrier? --How does he or she travel to deliver mail? --Does he or she wear a uniform? --Does weather affect his or her job? Have a mail carrier visit the class and tell about his or her duties, training, how he or she knows where to deliver mail and how reading helps his or her work. Take a field trip to the post office to observe the path of a letter from mailing to receiving and all the people involved. Have the students write a story about their trip and illustrate it. Send thank you notes to the mail carrier.	Goal 4.2
37. You may want to present a map of the route to the mailbox or post office from the school.	Goal 4.2
38. Have the class use old magazines or newspapers to find the letters for <u>airport</u> or <u>airplane</u>. Have the students cut these out and paste them on paper. Have them print the word underneath several times.	Goal 4.2

Notes	
Academic and Vocational Skills	39. Help the students list the names of their families in alphabetical order. Help them learn to spell and write these names correctly. Ask them to suggest occasions when they might want to write these names.
Goal 4.2	
Goal 4.3	40. On your next library day, explain that the librarian uses alphabetical order also. Ask the librarian to point out the files in the library that use alphabetical order.
Goal 4.3	41. Visit the school secretary and have him or her explain how the alphabet is used in filing. Ask this person to write each student's name in shorthand and explain the purpose and value of shorthand as a skill.
Goal 4.3	42. Have students make a bulletin board display of jobs done in the home. The students will decide if the job is generally done by Mother, Father, children or by everyone. After discussion, label each picture with the names of the family members who usually do each job. Develop the idea that sometimes jobs require specific skills: to drive the children to school requires the skill of driving, which first-grade children do not have. Name jobs that can be done by everyone in the family. Explain that these jobs require skills that nearly everyone - except the baby - has.
Goal 4.4	43. Ask five or six volunteers to suggest rules that they have in their families. Write their suggestions on a large piece of chart paper. Examine one rule at a time. Ask how it applies to different family members and why. Help students see the relationships between rules, reasons and ages of people. Explain that it is very important to find out if there are rules and what they are.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MATHEMATICS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Have the students write down the telephone number of another student in the class. Have each student go home and telephone that person. When the students return the next day, arrange them in small groups to tell each other who they called, what was discussed, and any problems they may have encountered in the dialing process.

Goal 1.1

2. Have each student keep a personal record of height and weight on a large classroom chart. These measurements could be recorded every two months so the student can look for changes in his or her physical growth.

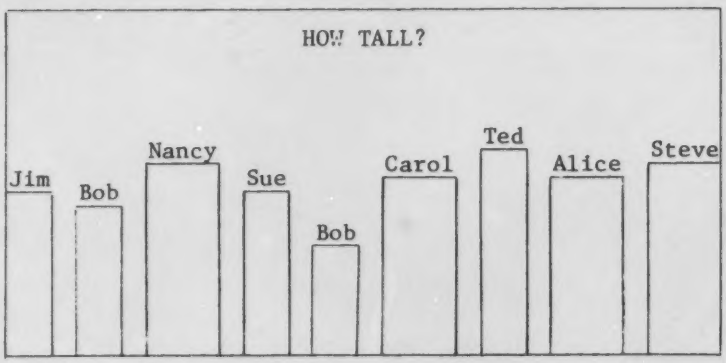
Goal 1.2

3. Here is an idea for introducing the concept of bar graphs to show comparisons.

Goal 1.2

First you need to decide how long a piece of butcher paper is needed. Have the students stand in a line side by side. Measure the line. Tape on a hall wall a sheet of butcher paper as long as this line. Tape the lowest side even with the floor.

Measure each student and make a mark to show his or her height. Make this mark into a long, skinny rectangle (bar) all the way to the floor. Write his or her name above the bar. Proceed until the whole class has been recorded.



Then let each student paint or color to fill in his or her bar. Say that this is a bar graph. Explain that bar graphs can be used to compare things.

Notes

Self Knowledge

Goal 1.2

4. For their All About Me booklets, help students make a page listing measurements for:

height	shirt size
weight	pants size
shoe size	stocking size
coat size	glove size

Ask a shoe salesperson to bring to class a Brannock shoe sizing device to help students learn how to measure their own shoe sizes. Ask this salesperson also to suggest each student's stocking size. Bring in the nurse's scale and the nurse. Ask the nurse to teach the students how to measure one another. Then ask a clothing store clerk to bring charts to help them find their clothing sizes.

II. Life Roles, Settings and Events

5. When you are teaching a social studies unit on transportation, help students become aware of the use of the automobile for both work and leisure. Then use vehicles as a theme for counting and numbering.

   On a master draw several cars. Duplicate a copy for each student. Let the students number the cars and then color them.

   Then ask the students to pretend there is no more gasoline and no one is driving cars, trucks, motorcycles or any motorized vehicle. Ask them to help you make a list of all the people in the community who would be unemployed.

6. Allow a few students to interview a grocery store worker to learn:
   --that person's work schedule.
   --what kind of family life the worker has.
   --how his or her work schedu' affects his or her family life.

   Give these interviewers the time and necessary art supplies to prepare a short presentation of this information to their classmates.

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.2

Notes	III. Life Planning
Life Planning Goal 3.1	7. Discuss the high cost of owning a pet. Begin by helping students list the items required for a fictitious dog. (Don't forget the dog food or flea powder!) Then invite a few sixth grade pet owners to come to class to fill in the cost of each of the items for one year. Have them multiply the yearly total by the age in years of the dog.
Goal 3.1	8. Arrange the students in small groups so they can take turns describing something for which they are or would like to be saving money. Explain that usually when we save money to buy something, it means that we value or prize that something. Then ask them to return to their desks and draw a picture of something for which their parents or they themselves are saving money.
Goal 3.1	9. Teach the skill of rank ordering priorities. Give the students three small scraps of paper. On each scrap they are to draw a picture of a fruit they like. Tell them to lay out the paper with their first choice on top; the paper with their second choice under that one; and their third choice under that. Tell them they have put their choices in a rank order. Explain that knowing one's first choice is helpful in deciding.
Goal 3.2	10. On a sheet of poster paper list (with suggestions from the students) all the things on which their family spends money - monthly expenses.
Goal 3.4	11. Distribute 20 M&M's to each student, explaining that he or she has two choices: (1) to eat them at any time throughout the day, or (2) to use them to buy special privileges. For example, the student may pay 2 M&M's for using the colored chalk for a special art project or 4 for not taking the spelling test that day. At the end of the day discuss the decision-making processes they used to decide whether they would save or eat the candies. Use the term "first choice." Explain that we can eat the candies all at once. We could also make them last all day by planning when to eat them and saving some. This planning is called budgeting.

IV. Academic and Vocational Skills	Notes
12. Provide frequent experiences in which the students count money (add) and make change (subtract). Use the play grocery store or lunch and milk money.	Academic and Vocational Skills Goal 4.1
13. Introduce the concept of work as a means of obtaining things we need and want. You will want to develop with students the relationship between work, income and the use of income to obtain goods and services. Invite an adult worker to speak to the class about what he or she would do without any income: beg, borrow or steal. Have the students investigate to learn the consequences of each of these three actions. Arrange the students in small sharing circles. Have each student respond to the other group members. Use situations such as this: Your brother is ill. You have no money for medicine. You need to get the medicine. Would you beg, borrow or steal to get it? Why?	Goal 4.1
14. Ask students to have parents help them find out how much it would cost them to use commercial transportation to visit a relative. (You may want to duplicate and send a letter home explaining the task and that it will help make the concept of dollars and cents more meaningful. Parents will appreciate hearing from you and will be happy to cooperate.) Ask them to help prepare the child to read the amount aloud. Then introduce the dollar sign and cents point. Have each student take a turn reading his or her transportation cost figure aloud while you write it and the child's name on a piece of poster paper: Stacey $149.52 Jim Bob $ 12.14 Lucy $ 14.95	Goal 4.2
15. Do a lot of counting. --Count the number of members in each family. Find the largest family and the smallest family. --Count the number of pets each child has. --Count the number of boys and the number of girls in the class. Subtract and find the difference. --Count all the children with a given characteristic, such as brown hair. Then do an experience story or several experience stories using all the information gathered by counting.	Goal 4.2

Notes Academic and Vocational Skills	
Goal 4.2	16. Play Connect a Train. This activity begins with one person as the engine. The engine begins by saying, "One" and then moves around the room acting like a train engine. The engine picks a person to come join the train. As the second person joins, the engine says, "Two." The two children circle around the room. The second child picks a third child. As the third child joins, the engine says, "Three." The game continues in this manner until all have joined the train. Then have students help you list things they have to count in their daily lives.
Goal 4.2	17. Have each student tell the number of members in his or her family. Write each number on the chalkboard. Then let the children count and group the numbers that are the same. Together help them arrange the numbers from smallest to largest.
Goal 4.2	18. Help the students compute to find the difference between the ages of themselves and a sibling. They should write the older child's name and age on top and the younger child's name and age beneath. Then subtract. Vinnie 10 Me - 6 4 You may want to compute this on the overhead projector for several students while the rest of the class watches and subtracts on paper. You probably should do just a few at a time.
Goal 4.2	19. Post and maintain a chart of those students who eat breakfast or of attendance.
Goal 4.2	20. Have a worksheet of money prepared. Have the students circle all the quarters, underline the dimes, put an x on the nickels and color the pennies. Discuss how much money the students need to buy hot lunch.
Goal 4.2	21. Have the students help with the weekly task of ordering the lunch tickets, helping to count the money and using the cafeteria form. Prepare a large mock-up of the cafeteria lunch count form and give a demonstration to the class on how to fill it in. Use this large form on the first day you actually fill out the usual form. Room Number _____ Hot Lunch _____ Milk _____ Teacher_____

22. Invite to the class the person who sells lunch and milk tickets to the students. Ask this person to explain the different combinations of coins that equal the cost of a lunch ticket and of a meal ticket.

    Ask for volunteers to prepare two charts: one showing lunch cost in coins and the other showing milk cost in coins.

Notes

Academic and Vocational Skills

Goal 4.2

23. Ask for some volunteers to prepare a chart showing the values of coins in equivalent amounts of pennies. The students can then trace around coins or draw them freehand. These coins can then be colored with brown or gray.

Goal 4.2

24. Prepare a mimeograph sheet with an order form like the one that is used for ordering See Saw Books. Each month when the order form is sent home let the students fill out the mimeographed sheet first. They can decide on those books they would like to order and then determine how much money would be required. As a whole group tabulate how many books of each title will need to be ordered. Show the students how to use tally marks.

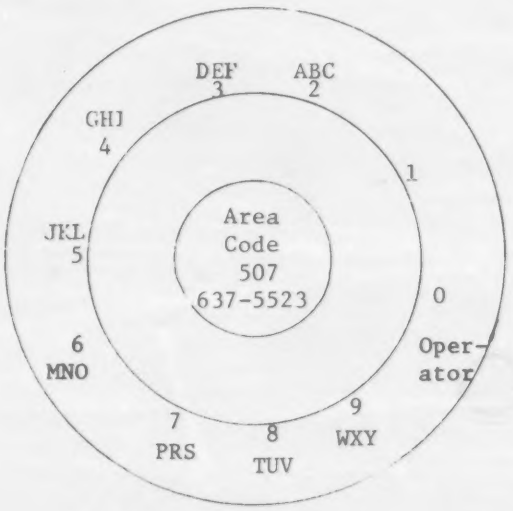
Goal 4.2

25. The class will set up a cardboard box grocery store learning center using empty packages brought by the children. Children will play-act ordering, delivering, buying, selling and using play money.

Goal 4.2

26. Prepare an acetate transparency of a telephone dial. Point out the arrangement of letters and numerals.

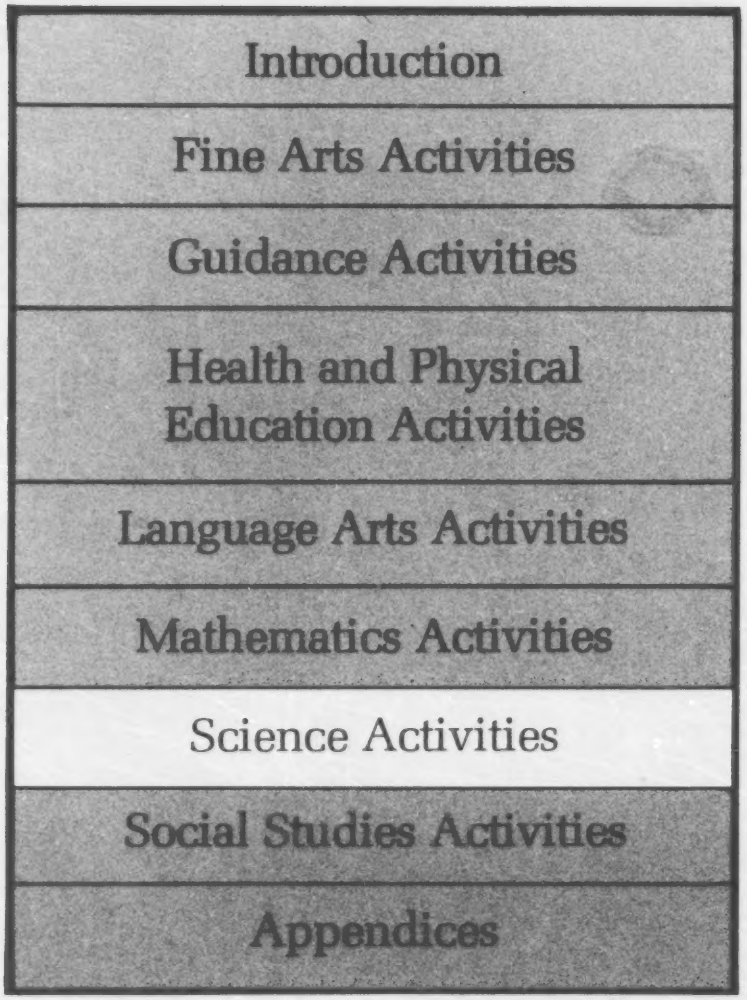
Goal 4.2



Notes Academic and Vocational Skills	
	Then distribute sheets on which they will write the missing numerals. They can outline the circles in black, cut them out and write their names in the center circle.
Goal 4.2	27. Invite to the class two sixth grade dog owners to list all the expenses involved in owning a dog. Then have them list some jobs they do to earn money and how much per hour. Then ask the sixth graders questions such as: --Jane, how long would you have to babysit in order to buy a can of dog food? --How many cans a day does your dog eat?
Goal 4.3	28. Invite a nurses' aide to the class to explain how numbers are used to help decide if a person is ill (pulse rate and temperature). Have this person show the students how this is done and explain what it means.
Goal 4.3	29. Discuss the speed an aircraft can fly. A 747 can fly at 548 m.p.h. Compare that to the speed of a car. Subtract to find the difference. Help the students understand m.p.h. Take the students on a walking field trip to find a speed limit sign. Ask what this means. Explain that traffic laws are rules for the safety of everyone. Invite to the class a traffic officer to explain numbers and equipment used to keep track of the speed of a car.
Goal 4.4	30. Have students bring in toy vehicles. Use these to introduce sets and subsets: trucks, boats, cars, planes and trains. Set up a Learning Center for students' independent use of free time. Demonstrate sorting the toy vehicles in different ways: --by color --by numbers of wheels --by material --by name --by size; small, medium or large Then speak to the whole class about the word responsibility. Ask volunteers to tell why they went to the Learning Center, and what they learned. Explain that, as we grow older, we must take more responsibility for our own learning. Ask students for other sorting activity ideas for another Learning Center.

	Notes
31. Set up a miniature model of a grocery store made of a large cardboard box. Teach students to read prices under one dollar. Invite a store owner to name (and maybe demonstrate) any or all of the following means of keeping track of: --workers' schedules (clock and calendar). --when to open the store (clock and calendar). --when to close the store (clock). --when to keep the store closed (calendar). --prices (lists, cash register, adding machine). --catalog numbers of merchandise (catalogs, lists). --units of measurement (scales, yardsticks, labels on containers, dozens). --fractional parts of units of measurement (fractions). --quantities of merchandise (records, computer, count the amount remaining in the store or "inventory" it). Use this opportunity to emphasize: --the importance of "keeping track" of things. --the many important uses of umbers in the adult world of work. This should help emphasize the relevance of your clock and calendar units.	Academic and Vocational Skills Goal 4.4
32. Divide the class into small groups. Assign to each group workers who use measuring skills on their jobs: shoe salesperson, candy salesperson, grocer, cook or chef and teacher. Have each group plan, prepare and present a poster showing <u>how</u> and <u>what</u> its worker measures.	Goal 4.4
33. Provide frequent experiences in which the children tell time. Use both conventional and digital clocks with the class schedule. Relate this to punctuality and the need to schedule and conserve time - two prerequisites for entry into the adult world of work.	Goal 4.4
34. For a day structure the school life of the students like a work situation. Have them punch time cards or report to a "boss." Identify recess as work breaks and grades as paychecks.	Goal 4.4
35. Have the students keep track of their own attendance with a large chart and stars. Explain that going to school is their job; they should be in school unless they are ill or have an emergency or an urgent reason.	Goal 4.4

Notes Academic and Vocational Skills	Ask an employer or supervisor from the world of work to explain to the class his or her company's policies regarding: --absence from work. --sick days. --sick leave. --income protection insurance. --vacation days. --dependability as a desirable quality.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SCIENCE ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Lead children in a discussion of their homes. Try to bring out as much detail as possible.
   --Is your home one story or two or more?
   --Is it brick, frame, stone or stucco?
   --What color is the roof?
   --How many windows does it have in front?

   Goal 1.2

   After the discussion, have children draw pictures in detail of their homes for their All Above Me books. They can put their names on their homes.

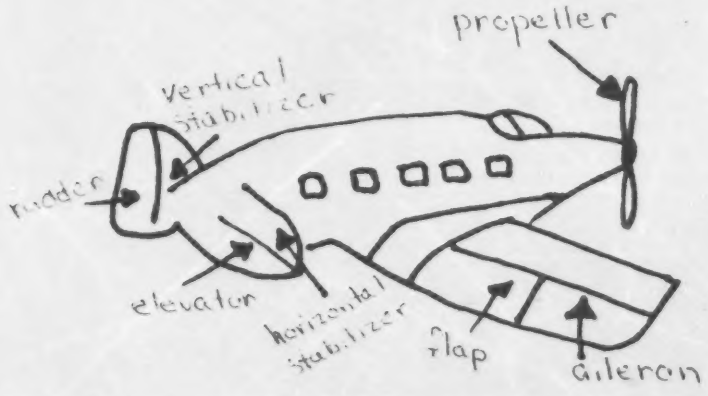
   Discuss differences in homes: the number of rooms each may have. Show them how we can tell about homes by looking at a floor plan. Give a simple example on the board. Some may wish to draw plans of their homes also.

2. Conduct an experiment showing that fire needs air in order to spread. This will explain why we close windows during a fire. You will need newspaper, a metal can with a cover and matches. Place the paper in the can. Light it with a match. Let the students see how all the paper burns. Once the fire is out, empty the can and refill it with paper. Set the paper on fire. Quickly place a cover on the can. Leave the cover on for a few minutes. Take the lid off and show the students how the fire was put out.

   Goal 1.4

   Use this science experiment to introduce your fire safety unit. Use the fire drill plan to explain that we must know how to respond in different situations and emergencies.

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	3. Make a cardboard or box city. Put in the "community helpers". Invite any of the following to explain how they help build cities: architect, asbestos worker, brick layer, contractor, building laborer, glazier, janitor, landscape contractor and marble cutter.
Goal 2.1	4. Select a recreational facility near or in the community: swimming pool, park, zoo or amusement park. Ask students to guess how many workers can be found there. With suggestions from the students, write a list of all the workers to be found in the facility. Then take a field trip to the facility to check the list. Total the amount. Then ask the students if they thought it required more workers or fewer workers to maintain the facility.
Goal 2.1	5. Discuss jobs connected with weather, such as the television weather announcer. Proceed with your unit on various kinds of weather and how it affects the students' lives. Then divide the class into small groups to study how weather affects jobs such as truck drivers, pilots, farmers, ship captains, resort owners and builders. Have each group prepare a poster and short presentation explaining the effects of one kind of weather on its assigned worker on the job. Then ask how the weather announcer helps all these other workers.
Goal 2.4	6. Have children bring pictures of different kinds of houses and buildings. Make a long wall picture of all the small pictures they have brought. As they cut and paste their pictures, ask about the materials the buildings are made of. Also, ask if any of the buildings have special names.
Goal 2.4	7. Invite a carpenter to explain names, uses of and necessary skills for the various tools. You might rather invite a student from the industrial arts department. Have enough tools so the students can examine them. Then let them draw pictures of the tools and label them.
Goal 2.4	8. Have the class bring pictures, toys and posters for a display of farm animals, equipment and crops. Let them use clay to make farm animals.
Goal 2.4	9. Conduct experiments on getting two plants from one. You will need stems from the following plants: coleus, geranium, begonia, philodendron and ivy.

	Notes
Cut stems off the plants. Take off some of the leaves from the lower part of the stems. Place these stems in water until they root. Hand each student a milk carton with some soil in it and have them plant their slips and care for the plant. Then ask the following questions: --How can we make two plants from one? --What will happen to our stems? --When did roots first appear? --How much did the plant grow each week?	Life Roles, Settings and Events
10. Invite the owner of a greenhouse or a greenhouse worker to the class to explain his or her job. Ask the person to include information about: --the training necessary to work in a greenhouse. --a typical day in the life of a greenhouse worker. --the responsibilities of the job. --how his or her work affects his or her family life. --if family members can help out in the greenhouse. --what helpful things a six-year-old could do at the greenhouse.	Goal 2.4
11. Have students suggest tasks required to care for zoo animals. Then have them draw pictures on a mural depicting the various tasks.	Goal 2.4
12. Ask students to suggest ways in which the weather affects the airport. Talk about airplanes. Introduce students to the names of major flight instruments: altimeter, airspeed indicator, turn indicator and vertical speed indicator. Draw a picture of an airplane on a ditto master. Duplicate one for each student. Trace the picture of the airplane on an acetate transparency. Project the transparency and distribute the copies to the students. Together with the class, label the airplane. (Note: This activity may not be appropriate for all classes. Teacher will have to make final determination based on ability level of class).  	Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	13. Conduct an experiment to determine what plants need in order to grow. Soak several seeds in water overnight. Puncture a few holes in the bottom of four milk cartons so that excess water can drain out of the soil. Fill the cartons with topsoil and plant two or three seeds in each of six cartons, including four with holes punched. Water all of the cartons so that the soil is damp but not soaking. When the plants are a few inches high, separate the cartons that do not have holes in the bottom. Keep these filled with water so that the soil is always soaking. Stop watering two other cartons. Place the last two cartons in a dark place where they receive no light, but water regularly. Observe each day. Then ask the following questions: --Why did the plants in the dark die? --Why do you think the plants in the cartons which were soaked died? --What do plants need to grow? --How can information help us decide where to plant a garden? --Would you plant a garden in your basement? under your steps?
Goal 3.1	14. Introduce the concepts of dental health and responsibility. Conduct an experiment. You will need: three teeth from the same animal, three bottles, water, sugared water and Coca Cola. Place one tooth in each bottle. Fill each bottle with a different liquid. Have students predict possible results. After several days, record the results. Have a dentist visit the classroom and explain the results of the experiment and his or her job. Then discuss the following questions: --Why do you think it is a good idea to wash your mouth with water after having eaten sweets? --Why should you brush your teeth after every meal?
Goal 3.1	15. Set aside a bulletin board captioned <u>Bad for Teeth</u>. In spare time, have students cut out magazine pictures of such foods. Then caption another bulletin board <u>Good for Teeth</u>. Again have students cut out such foods and put them in a pile on a table. Use the words <u>responsible</u> and <u>responsibility</u> when you talk about choosing snack foods. (Remember the tooth in the bottle of Coke?)

16.	Play Mystery Socks Box. Place an item in a sock. Let each child put his or her hand into the sock and feel the item. After all students have had a turn, let them guess what the object is. Explain that they are using their sense of touch to gather information so they can decide what to guess. This activity can be done with the students in several small groups.	Notes Life Planning Goal 3.1
17.	Have the students play Private Eyes. Explain that they are to look at you very carefully. Then step into a closet or into a hall--somewhere out of sight. Change something about your clothing or remove something from your person. Then go back into sight and have them tell you what is different. The person who guesses correctly can take your place. Continue until all have had a turn. Explain to the students that they are using their eyes to gather information. When they have gathered information then they can decide what is missing or different.	Goal 3.1
18.	Play What Would You Do? Ask the students what they would do if they could not see or hear. Begin by blindfolding one student. Have him or her try to identify another student. Then have the students place cotton in their ears. Give them verbal instructions to do something. Summarize by saying we use our eyes and ears to gather information. Tell them it's hard to do that if we can't see or hear.	Goal 3.1
19.	Set up an experiment to help students understand how our skin protects us and keeps us healthy. You will need: three apples labeled a, b and c; two needles; one partly rotten apple labeled d; matches, and iodine. Sterilize two needles by heating them with a match. Puncture apple "a" with a sterile needle in three places and apply iodine over two of the punctures. Push the second needle into the soil and then into apple "b". Do nothing to apple "c". Place a, b, c and d apples in a warm place for several days. Observe the apples daily.	Goal 3.2

Notes	
Life Planning	Have the school nurse visit the classroom and discuss the results of the experiment and his or her job. Ask the nurse to include the following in the presentation: --What training is required to become a school nurse? --Will you describe a typical day on the job? --What spot on apple "a" is most rotten? --What part of your body does the skin of the apple represent? --Do germs spread? --Why did we apply iodine antiseptic over the punctures? --What did the antiseptic do? --Can you see germs? --What does soil have in it? --In addition to applying an antiseptic to a wound or a cut, what else should we do? --What else can we do to keep our skin healthy?
Goal 3.2	20. Ask the nurse to come and to take someone's temperature. Have the nurse explain what causes our temperatures to rise and fall.
Goal 3.2	21. Ask a dentist to give you some old teeth X-rays. Put these on the overhead projector to show students: --fillings --cavities --abscesses --root canal treatments
Goal 3.2	22. Use the following poem for the class to dramatize after presenting a tooth brushing demonstration: Up and down and all about That's the way I brush my teeth. I brush my gums and the shining fronts Then I reach up underneath. I rinse my brush and hang it In an airy place to dry And put the cap on the toothpaste tube - At least I always try. Then I look into the mirror and grin To show myself how good I've been.
Goal 3.2	23. Invite a firefighter to speak to the class as a resource person. Have the firefighter explain the various methods of keeping air from the fire (see Activity 2, above). Have the firefighter help you introduce the school fire drill plan.

		Notes
24.	Have students make a mural of farm work and implements. Focus on one of the implements included. Ask students to explain its use. Then help them make a short list of safety rules for that piece of equipment.	Life Planning Goal 3.2
25.	During your farm and farmer unit, have the students sow seeds and care for the plants. Have them experiment to learn what plants need to live, what happens when the plants are deprived of these needs and how this affects the farmer. Included in this study could be the effect of air and water pollution on plants. Invite to the class someone who has cut down on personal use of the automobile. Point out the relationship between air pollution and cars. Discuss the responsibility of citizens as consumers.	Goal 3.2
26.	Ask students to name surrounding bodies of water. (Be prepared to suppress a grin if someone suggests the puddle by the fence on the playground.) Introduce the concept of the water cycle. Ask them to draw pictures showing ways we can conserve on water.	Goal 3.2
27.	Take a trip to the city reservoir to see where the community gets its water. Visit the water plant to see storage and treatment procedures. Introduce the concept of recycling. Ask the Water Superintendent to describe the school subject matter he or she uses on the job. (Be sure to prepare students ahead of time for all field trips. Help them decide what they want to learn from this field trip.)	Goal 3.2
28.	Introduce the concept of pollution. Have students illustrate sources of water pollution in the community. Ask them if the problem will be better or worse in 10 years.	Goal 3.2
29.	Divide the class into small groups of three. Have each group plan and build a barn from boxes.	Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	30. During a sun unit, students will study the sun and its effect on climate and seasons, which in turn affect farm plants and animals and the farmer. This will include learning to read the thermometer (Farenheit and Centigrade). Temperatures will be recorded for two months, after which the class will make a graph, comparing the daily temperatures.
Goal 4.1	31. Plant seeds such as wheat, corn, beans, flowers, bulbs and grass. Do not label them. Have students watch them grow in the classroom. Once a week write an experience story on the plants' growth as part of your reading group work. When they try to guess the name of the plant, ask them to tell the reason for the guess; that is, what they observed that made them guess so.
Goal 4.1	32. Have the students bring in toy cars, trucks and other vehicles - transportation toys. Let them practice grouping them in their spare time. During Show and Tell let them explain their categories or subsets.
Goal 4.2	33. If you study airports, help the students make and fly paper airplanes. Stress the value of science in our daily lives. Together with the students, list some "scientific inventions" they have in their homes such as television, refrigerators and telephones.
Goal 4.3	34. Discuss machines that are of particular interest to the class. Include such things as a hammer, nut cracker, cookie cutter, Stillson wrench, shears, food chopper, pliers, can opener, potato peeler and screwdriver. Then invite workers or family members to demonstrate the uses of these tools.
Goal 4.3	35. Invite a farmer to demonstrate and explain the various ways in which he or she uses numbers.
Goal 4.3	36. Help students draw up a list of "good" jobs for people who enjoy outdoor life. Then try to locate a few local workers who represent such jobs. Invite these people to tell exactly what part of their jobs are done outdoors.
Goal 4.3	37. Introduce students to different kinds of clouds. Invite either an amateur or professional pilot to explain what the various clouds mean and how they affect flying. Ask the pilot to help introduce the concept of gravity.

38. Introduce the concept of water waste. Have each student cut a stop sign from red construction paper. On this they will write: STOP Water Waste.

Direct them to look for a situation at home in which water is possibly being wasted. With their families have them discover if the water is actually being wasted and what could be done to prevent it. Students should ask parents to help them post their STOP Water Waste signs. (You may want to duplicate and send home a letter explaining this assignment.)

Then have each student tell the class where his or her STOP Water Waste sign was posted.

Use this opportunity to talk about responsible citizens who do helpful things without being told.

Notes

Academic and Vocational Skills

Goal 4.3

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Fine Arts Activities
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SOCIAL STUDIES ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. Read aloud Joan Walsh Anglund's book A Friend is Someone Who Likes You. Give each student a piece of drawing paper on which you have written "A friend is someone who...". Have them each draw a picture which illustrates an ending to that sentence. Then arrange them in small groups (sharing circles) to explain their pictures to one another.	Goal 1.1
2. Have the students draw and color pictures of their homes. Help them write their addresses on their pictures. This, too, can go into their All About Me booklets.	Goal 1.2
3. Invite adults who work at school to talk to the class about their responsibilities. Process the activity by helping the class compose a list of their school responsibilities. Write down all of their suggestions.	Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	4. Ask the students to close their eyes and think of a brand new baby. Have them tell you all the things a growing baby needs (food, clothing, medicine, vitamins and love) and who provides or produces these things for a baby. List them on the chalkboard. Focus on the needs of this growing person and the many people that help meet these needs.
Goal 2.1	5. Display pictures of safety and health helpers. Have students tell how and why each helper is important to us.
Goal 2.1	6. Help the students focus on the need for various services. Have them make paper bag puppets of community helpers. Have each student role play his or her community helper by telling what he or she does and who benefits from that work.
Goal 2.1	7. At afternoon snack time select a snack someone is eating. With contributions from the students, list all the workers involved in getting that snack to the student.
Goal 2.1	8. Help the students see the relationship between farm life and our needs. Take a field trip to a farm. After the field trip discuss the following: --farm animals --food we get from the farmer --how the farmer cares for the animals --how the farmer prepares for winter --how life on a farm differs from life in town --how a farmer uses numbers, letters and words in his or her job
Goal 2.2	9. Have the students learn the name, location and/or address of the school building. Have them learn their home addresses also. When they accomplish this, have them sign a list which you have captioned I Am Part of This Community.
Goal 2.2	10. Use various pictures of people and places in other countries and in other parts of the United States. Discuss their living conditions and how they differ from ours. Life style is an appropriate idea to introduce at this time.
Goal 2.2	11. Invite someone who has lived in another country or another area of the United States to come and discuss his or her life style with the class. Then help students compare their climate with that of the speaker. Relate climate to the materials available for food, clothing and shelter. Explain that all these things put together help determine the way we live.

12. Prepare a set of flash cards showing people of different ages. Explain that each person is a member of a family and has an important role in the family group. Hold up two pictures and ask students to suggest family member designations for each person pictured. For example, a grandfather and a grandson. Also you can take this opportunity to deal with death, divorce, foster children and adoption - things that sometimes worry children of this age. And remember not to stereotype the roles of mothers and fathers.	Notes Life Roles, Settings and Events Goal 2.2
13. Have the students draw pictures of their family members and pets for their <u>All About Me</u> books. Discuss the drawings with the children. --Are there any members of your family who do not live with you? --Where do they live? --How are they related to you? --Would you like to have everyone in your family live together? --Would this be a good idea for everyone?	Goal 2.2
14. Have the students think of tasks done at home by their parents and draw pictures of these tasks. These pictures may be put in their <u>All About Me</u> booklets. Then process the activity by asking some questions. --What work does Father do? --Why must Father work? --What does Mother do? --Why must Mother work? --What work can children do? --How does everyone help at home?	Goal 2.2
15. Ask students to explain some ways in which parents work at home. List on the board some of these duties. Ask students <u>when</u> their parents usually work at home. Ask them when their parents usually work outside the home. Introduce the word "schedule."	Goal 2.2
16. Explain to the class ways in which your home life is affected by your job. Use the word "schedule" to describe when you can be at home and when you must be at work. Give an example of how your home life might be different if you worked nights and were home during the day. Ask the students to go home and interview their parents to find out how their own home life would be affected if their parents worked a different schedule.	Goal 2.2

Notes Life Roles, Settings and Events	
Goal 2.2	17. Each student can find a magazine picture showing people doing the same work their parents do. These can be posted on a bulletin board captioned What Our Parents Do.
Goal 2.2	18. At the suggestion of the students, list rules their family has regarding working together, playing together, bedtime and personal responsibilities. List the rules on separate sheets of paper appropriately captioned.
Goal 2.2	19. For a parents' gift at holiday time, have the students generate a list of jobs they could do to help at home, such as clear the table, fold the clothes and entertain the baby. Have the students cut several small pieces of paper and write a job on each, thus making a coupon. They can make covers and staple the coupons into a booklet before taking them home to present to their parents.
Goal 2.3	20. Arrange the students in small groups (sharing circles). Have them take turns describing something their families like to do together, where they like to go, or what they enjoy doing at home.
Goal 2.3	21. Have the students draw pictures showing what their families do for recreation. Have them color, cut and paste these on a large mural paper captioned Family Fun.
Goal 2.3	22. Invite to the class some parents to describe their volunteer work and the rewards of doing it. Then have students draw pictures for a bulletin board captioned Leisure Time Work or People Work in Their Leisure Time.
Goal 2.3	23. Read a list of leisure activities to the students. Have them vote for the ones they really like to do. Tabulate the votes. Then prepare a chart showing the results. Use red dots instead of numbers. Help them notice that one red dot is equal to one vote.
Goal 2.3	24. Set up a corner of the classroom for a hobby display. Invite the students to bring some evidence of their hobbies for the display.
Goal 2.3	25. Invite a community member to come in and present his or her hobby to the class. Have the presenter explain what need this fills. Perhaps he or she might instruct the students in some aspect of the hobby.

	Notes
26. Allow students to make collages or pictures of their pets. If possible, set up a student pet show on the playground. Ask parents to bring some of their pets as well.	Life Roles, Settings and Events Goal 2.3
27. Discuss jobs connected with animals, such as zoo keeper, farmer and veterinarian. Invite some of these workers to tell how they became interested in their occupations. Ask them to tell about any pets they had as children.	Goal 2.3
28. Introduce the occupations of the students' parents. Have the students gather information so their parents' names can be entered under the following headings: Those Who Wear a Uniform Those Who Work Outside Those Who Work Inside Those Who Work with Animals Those Who Protect Us from Danger Those Who Need to Drive Those Who Care for our Bodies Those Who Help Us Do Things Those Who Do Things For Us	Goal 2.4
29. Some of the parents may be invited to talk about their work and demonstrate tasks when possible. For example, a police officer might be able to show the class a police car.	Goal 2.4
30. Let students draw pictures that represent their parents' occupations. Assign them the task of asking their parents <u>why</u> they chose their jobs. Then have them return and share the information in small sharing circles or in one large group.	Goal 2.4
31. Have students draw tree trunks. They will cut a leaf for each near relative and write that person's name on it. Under that they will add that person's occupation: Sister/Lawyer or Uncle/Plumber. They can caption the picture <u>My Family Job Tree</u>.	Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

32. Send a letter to the parents asking them to send to school an object which represents their occupations.

Goal 2.4

33. Have the class make a booklet entitled Our Parents' Jobs. They can find or draw appropriate pictures. Set the finished booklet on the chalk ledge for spare time browsing.

Goal 2.4

34. Have the students bring several pictures showing people at work. Post these on a bulletin board. Then ask students to identify those occupations which can be found in their community.

Goal 2.4

35. Make a bulletin board display of school workers. When available use actual photographs. Have the students identify them and tell what each one does.

Goal 2.4

36. Have the students draw pictures of school helpers and write stories of their jobs.

Goal 2.4

37. Have the students paint a large mural showing school helpers at work. Discuss the work setting of each. Encourage students to depict each worker in his or her usual work setting.

38.	Draw a large map of the school. Have the students place cutouts of each school helper on the map at the location of his or her work setting. You could use photographs instead of cutouts.	Notes Life Roles, Settings and Events Goal 2.4
39.	At holiday time have the students make greeting cards for the various school personnel. A student may want to show a Christmas tree decorated with "tools" used by the particular worker who will receive the card.	Goal 2.4
40.	Have workers in the community visit the class and bring "tools of the trade." After the tools have been demonstrated, ask the worker to describe the skill required. Then have the class make a scrapbook of these tools.	Goal 2.4
41.	Invite a worker to speak to the class about the advantages and disadvantages of his or her job.	Goal 2.4
42.	Have students make a table map of the community, showing locations of main highways, school, grocery stores, gas stations, library, post office, railroad tracks, hospitals, houses of town children and streets. Use boxes for buildings and press-on tape for streets. Face the map in the right direction. During the project, discuss the workers that can be found at each place. Have students take turns making up and guessing riddles of the workers.	Goal 2.4
43.	Have the students brainstorm a list of ways in which medical helpers in the community help each other. You record them on a sheet of newsprint.	Goal 2.4
44.	As you introduce the globe point out the large areas of land and water. Also tell the students that transportation vehicles can be divided into several categories: those involving air, land, space and water.	Goal 2.4
45.	Have students classify pictures of workers according to several categories: --those who wear uniforms --those who work with animals --those who need to drive --those who work outdoors --those who care for our health	Goal 2.4
46.	To show that occupations are related have students play the game, Surprise Worker. Divide the class into two teams. "IT" on one team calls out an occupation. The first person on the other team calls out a related one. He or she must sit down if he or she cannot think of a related occupation. After each team member has one turn, the team with the most members still standing is the winner.	Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	47. Help students list the duties they have to do when they get home, such as setting the table, taking out the trash and feeding the pet. Introduce the word "consequences." Let students each name a task and the consequence if it is left undone.
Goal 3.3	48. Have the following displays, bulletin boards or collections in the room: --pictures of farm animals --pictures of farm equipment --a class booklet which illustrates farm-related vocabulary words --collage materials to make pictures of a farm Allow students to interact with these materials and other learning activities during spare time. (Call it Decision Time when they choose an activity.) Allow them to plan and prepare other farm-related displays.
Goal 3.3	49. Have the students draw and paint pictures of themselves as babies, doing something they may have enjoyed back then. Then have students draw and paint pictures of themselves as they now look, doing something they currently enjoy. (These pictures can be drawn each on one half of the same sheet of paper.) Let them talk about ways in which they have changed. These pictures can go into their All About Me booklets.

IV. Academic and Vocational Skills	Notes
50. Ask the following questions: --Who is our school nurse? --Why do we need a nurse? --What does a nurse do if we become ill at school? --Does the nurse visit the home? Why? --Why must the nurse train for his or her work? Then have several students interview the nurse and report the results to the class.	Academic and Vocational Skills Goal 4.3
51. Have the class help you list adult school workers. Then have the students go in pairs to interview each for the following information: --Who is our _____? --Why do we need a _____? --What does _____ do? --What training does a _____ need for the job? Have them return and plan a presentation (using posters they make) of this information to the rest of the class.	Goal 4.3
52. Take the students on a tour of all rooms in the building. Help them determine the purpose of each room. After a trip to the secretary's office, have the students make several Secretary Kits. Things to be included in each kit could be paper, forms, pencils and envelopes. Arrange the students in small groups so they can role play secretaries.	Goal 4.3
53. Have the students answer roll call on a given day by naming their parents' occupations. Encourage those who don't know to find out. Send notes home to parents asking them to visit and explain their jobs to the class. Ask them to focus on the pre-requisites of their occupations.	Goal 4.3
54. Make a chart of classroom jobs to be done. Ask for volunteers. Be sure the students understand the task and when it needs to be done. Reinforce those who volunteer to help. Praise all signs of initiative and responsibility.	Goal 4.4

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APPENDIX A

TEACHING POINTS FOR LEARNING AREA OF SELF KNOWLEDGE

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
1.1 Friendship	--getting along with peers in play --understanding others' feelings --making friends easily --making friends with adults
1.2 Personal characteristics affect interpersonal relationships	--knowing what others like about me --knowing that I am an important member of my class --knowing why some people don't like me --knowing what gets me into trouble
1.3 Open communication	--talking to others about things that bother me --talking to my teacher as a friend --explaining my ideas to others --letting others know when I feel left out
1.4 Functioning in a variety of situations	--losing without becoming discouraged --reading or talking before a group without being afraid --not worrying --knowing what to do when teased

APPENDIX B

TEACHING POINTS FOR LEARNING AREA OF LIFE ROLES, SETTINGS AND EVENTS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
2.1 Importance of occupations	--understanding how job choices determine how people live --understanding the importance of all workers to our community --knowing the major industries, products and services in my community --knowing what things create or take away jobs
2.2 The interrelationship of roles	--knowing the kind of work parents and teachers expect of me --understanding how I am a part of my community --contributing to group work --completing family duties assigned me
2.3 Leisure time	--knowing the many kinds of hobbies and sports kids can learn --having hobbies I will enjoy throughout life --getting physical exercise through bicycling, swimming or other activities --belonging to clubs or after-school group activities
2.4 Characteristics of various occupations	--knowing what people in my neighborhood do at their jobs --understanding why people choose different jobs --knowing advantages and disadvantages of various jobs --knowing kinds of work different jobs require

APPENDIX C

TEACHING POINTS FOR LEARNING AREA OF LIFE PLANNING

(ELEMENTARY)

Mo. C.E.D.S. Goa'	Teaching Points
3.1 Decision making	--getting other kids' ideas in planning --knowing steps in decision making --helping make family decisions --participating in classroom decisions
3.2 Planning	--making plans for my future --practicing in order to achieve --knowing how to study for tests --planning my work so it is done on time
3.3 Flexibility in planning	--knowing when changes in my plans are needed --thinking about different solutions before solving a problem --adjusting to new schools and neighborhoods --studying all suggestions when helping plan a class party or project
3.4 Assuming responsibility for own planning	--planning my "free" time at school --planning for parties or friends visits --planning my weekends --planning for junior high school

APPENDIX D

TEACHING POINTS FOR LEARNING AREA OF ACADEMIC AND VOCATIONAL SKILLS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
4.1 Functioning to capacity in basic skill areas	--knowing the basic mathematics facts well --knowing how to read for main ideas --practicing and listening --using punctuation and grammar in writing
4.2 Applying what is learned in school	--using reading skills to enjoy books, magazines and newspapers --using the basic mathematics facts when shopping --writing friendly and business letters --finding information from maps, the dictionary and encyclopedias
4.3 Educational prerequisites of occupations	--knowing what job training is taught in high school --knowing what subjects are taught in junior high school --knowing kinds of jobs which require on-the-job training --knowing how the amount of education needed for various jobs varies
4.4 Pre-employment skills	--practicing good grooming and health habits --getting along in classroom work groups --accepting helpful suggestions --knowing how to help organize classroom project